

# Domain 2: The Classroom Environment



## Component 2c. Managing Classroom Procedures

**Arkansas TESS Training**

**Based on:**

**The Framework for Teaching** by Charlotte Danielson

# Overview...

The purpose of this training is to provide access for Arkansas educators who wish to create or add to understanding of the content of the Arkansas Teacher Excellence and Support System Rubric.

The TESS Rubric is based on The Framework for Teaching Rubric by Charlotte Danielson. The Rubric of this presentation is used to guide Classroom Educators. Other rubrics for this system exist for Specialty Educators.

*For further assistance:*

Office of Educator Effectiveness

Arkansas Department of Education

501.683.3160

<http://www.arkansased.gov/>

# Components of Domain 2: The Classroom Environment

2a. Creating an Environment of Respect and Rapport

2b. Establishing a Culture for Learning

**2c. Managing Classroom Procedures**

2d. Managing Student Behavior

2e. Organizing Physical Space

# Learning Outcomes:

## 2c. Managing Classroom Procedures

- Understand the elements of 2c
- Distinguish the difference in levels of performance
- Review examples of 2c evidence
- Identify my level of performance on 2c
- Create next steps to improve my level of performance in 2c

# Understanding 2c. Managing Classroom Procedures

- If the classroom environment is chaotic, teaching and learning is disrupted and basic at best. Students must be engaged in meaningful activities.
- Effective teachers establish, maintain, and share responsibility with students for instructional and non-instructional procedures.
- Instructional procedures are those that lead to student learning: instructional groups; transitions; managing materials, supplies and more.
- Non-instructional procedures are classroom routines.

# Elements of 2c

## 1. Management of instructional groups

- ▶ Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.\*

\*Proficient Level of Performance

# Elements of 2c

## 2. Management of transitions

- ▶ Transitions occur smoothly, with little loss of instructional time.\*

\*Proficient Level of Performance

# Elements of 2c

## 3. Management of materials and supplies

- ▶ Routines for handling materials and supplies occur smoothly, with little loss of instructional time.\*

\*Proficient Level of Performance

# Elements of 2c

## 4. Performance of non-instructional duties

- ▶ Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.\*

\*Proficient Level of Performance

# Elements of 2c

## 5. Supervision of volunteers and paraprofessionals

- ▶ Volunteers and paraprofessionals are productively and independently engaged during the entire class.\*

\*Proficient Level of Performance

# Planning for 2c Evidence

***If the teacher's goal is to have well-organized small-group work with students productively engaged (even while unsupervised), then***

1. How should the teacher establish procedures for group work, e.g. listening, sharing responsibilities, and roles?
2. How would an observer know this process has occurred?
3. Should a teacher provide feedback on group work? How would you describe that process? How should the teacher plan for it?

# Planning for 2c Evidence

***If the teacher's goal is to have transitions occur smoothly with little loss of instructional time, then***

1. What transitions are required during the school day?
2. How can each of these be planned? Taught? Modeled?
3. Have you experienced poorly handled classroom transitions? For large group work? For small group work? What's the fix?
4. Should students be responsible for transitions?

# Planning for 2c Evidence

***If the teacher's goal is to have smooth routines for handling materials and supplies (with little loss of instructional time) , then***

1. How could materials and supplies be organized for smooth handling?
2. What part do these plan in this element: student work baskets, color codes, pictures, student folders, supply baskets?
3. What procedures should be taught to students so they can assume responsibility for materials and supplies?

# Planning for 2c Evidence

***If the teacher's goal is to have efficient systems for performing non-instructional duties to prevent loss of instructional time, then***

1. Where might a teacher find help with the list of non-instructional duties which may require planning and organization?
2. What has been your experience with non-instructional duties? Have you taught them to students?
3. Have you witnessed students who assume responsibility for non-instructional duties or procedures? Are they connected to student learning?

# Planning for 2c Evidence

***If the teacher's goal is to have volunteers and paraprofessionals engaged productively and independently during the entire class, then***

1. How would a teacher new to education or new to the district learn about school or district requirements for the work of paraprofessionals?
2. How would the teacher locate resources for working with paraprofessionals in a positive way?
3. Should a teacher provide feedback for paraprofessionals? What else could be done to improve the collaboration?

# Which 2c element does this Observation evidence address?

Ms. J, instructional assistant, helps students load the videos for their project work. She travels to monitor during the small group work. “Can I help you with that table?” Student: “Yes, thanks?”

Students are familiar with assigned roles and are proud to include the parent volunteer in their work of designing the report visual.

- a. Management of instructional groups**
- b. Management of transitions**
- c. Management of materials and supplies**
- d. Performance of non-instructional duties**
- e. Supervision of volunteers and paraprofessionals**

Answer is e.

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# Which 2c element does this Observation evidence address?

Students understand how to move into individual activities and groups rotate to next station without interruption. Materials are distributed easily as they are stored by stations and clearly labeled with students helping the teacher. Very little instructional time is needed for non-instructional activities or procedures.

D. discards the broken pencils and replaces them quickly (knowing exactly where others are stored) for his group to continue working.

- a. Management of instructional groups**
- b. Management of transitions**
- c. Management of materials and supplies**
- d. Performance of non-instructional duties**
- e. Supervision of volunteers and paraprofessionals**

Answer is c.

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# Which 2c element does this Observation evidence address?

Students are divided into eight groups. Each group must work together to determine if they will multiply or divide. Then the groups move to next table to check the decision of previous group. If they agree with first group, they put a check by the word.

Teacher: “Now I want you to quietly and quickly rotate. You are moving like a clock so you are going this way. Yes, that is called clockwise.” Teacher shows students where to rotate. Teacher: “You will look at the last group’s work and someone will look at yours. You will end up by making a new problem for your group.”

All students are able to follow directions and remain involved in the group work and in the appropriate group rotation procedures. Teacher monitors each group and each student throughout the activities. Students are encouraged to ask questions and receive assistance. Teacher asks students in each group if they assisted their group with the work.

- a. Management of instructional groups**
- b. Management of transitions**
- c. Management of materials and supplies**
- d. Performance of non-instructional duties**
- e. Supervision of volunteers and paraprofessionals**

Answer is a.

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# Which 2c element does this Observation evidence address?

Teacher: “Students, time for math. Attention, please. We have 2 minutes to leave our artwork and be ready for the webinar today.” Students immediately transition without problems as the teacher watches the wall clock. Teacher: “Great job on that change! Look we are set up online.”

- a. Management of instructional groups**
- b. Management of transitions**
- c. Management of materials and supplies**
- d. Performance of non-instructional duties**
- e. Supervision of volunteers and paraprofessionals**

Answer is b.

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# Which 2c element does this Observation evidence address?

Three short buzzers sound. Every student closes the textbook and walks in order to quietly line up at the door. Students exit for the weather drill.

Two students are by the pencil-sharpener on the back cabinet. One sharpens a pencil followed quickly and quietly by the other.

A female student writes her name on a clipboard, picks up a restroom pass and leaves – she returns shortly to replace the pass.

- a. Management of instructional groups**
- b. Management of transitions**
- c. Management of materials and supplies**
- d. Performance of non-instructional duties**
- e. Supervision of volunteers and paraprofessionals**

Answer is d.

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# Arkansas TESS has 4 levels of performance. . . .

## *Distinguished*

- Master Teacher
- Contributes to the field in and out of school
- Instructs for a 'community of learners'
- Facilitates motivated students: engaged and responsible for learning

# Arkansas TESS has 4 levels of performance. . . .

## Proficient

- Understands rubric component and proves competent implementation of concepts
- Possesses Professional and Decisional Capacity and commitment to them
- Constantly improving his/her practice through self-motivated learning and willingness to seek best practice for student growth

# Arkansas TESS has 4 levels of performance. . . .

## Basic

- Appears to understand concepts of a component and works to implement the elements
- Practice may not be consistent or entirely successful
- Willingness to learn from professional resources and other educators in seeking personal professional improvement

# Arkansas TESS has 4 levels of performance. . . .

## Unsatisfactory

- Doesn't appear to understand concepts of rubric component
- Exhibits little or no commitment for improving professional practice
- May be inappropriate in instruction and/or communication with students

# Rubric Levels of Performance Vocabulary

Unsatisfactory	Basic	Proficient	Distinguished
<p>Not</p> <p>No</p> <p>Not clear</p> <p>Unaware</p> <p>Does not respond</p> <p>Poor</p> <p>Not congruent</p>	<p>Some</p> <p>Attempts to</p> <p>Limited</p> <p>Moderate</p> <p>Uneven</p> <p>Inconsistent</p> <p>Rudimentary</p>	<p>Consistent</p> <p>High quality</p> <p>Timely</p> <p>Accurate</p> <p>Appropriate</p> <p>Clear</p> <p>Effective</p> <p>High expectations</p>	<p>All students</p> <p>Highly effective</p> <p>Entirely appropriate</p> <p>Adapted for individual students</p> <p>Fully aligned</p> <p>Extensive</p>

# This is which level of performance for 1f?

1. Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.
  - Distinguished
  - Proficient
  - Basic
  - Unsatisfactory

# This is which level of performance for 1f?

2. Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.
- Distinguished
  - Proficient
  - Basic
  - Unsatisfactory

## This is which level of performance for 1f?

3. Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.
- Distinguished
  - Proficient
  - Basic
  - Unsatisfactory

## This is which level of performance for 1f?

4. Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.
- Distinguished
  - Proficient
  - Basic
  - Unsatisfactory

# Level of Performance Answers

- 1) Distinguished
- 2) Proficient
- 3) Unsatisfactory
- 4) Basic

**Any surprises?**

# How is 2c successfully demonstrated?

When observing a lesson, an observer/rater may look for the following:

- Students who know and are able to complete non-instructional classroom routines and procedures.
- Lack of confusion by students or others working with them concerning what is to be done leading to learning.
- Organized materials and supplies available for every student. Student familiarity with the process of finding and using these.
- Students who are productively engaged in group work.

# Remember

Target *Proficient* performance because  
“Our performance goal is to LIVE in 3...  
And vacation in 4.”

# Think about it. . .

- After reviewing the Performance Levels for **Component 2c: Managing Classroom Procedures**, how would you rate on the rubric?
- What is the easiest aspect of managing classroom procedures?
- Have you observed poorly managed procedures in a classroom? What could you share about that experience? Was the situation handled successfully?
- How should planning be done for managing classroom procedures?

# Resources for Additional Learning

- **Enhancing Professional Practice: A Framework for Teaching**, 2nd Edition (Professional Development) by Charlotte Danielson
- **The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School** by Charlotte Danielson
- **Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool** by Charlotte Danielson